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ABSTRACT

Quality has become a priority issue for all concerned with early childhood care and education services. Starting from the premise that quality is a relative and dynamic concept based on values and beliefs, this collection advocates that the process of establishing definitions of quality should involve a range of stakeholder groups. The chapters are as follows: (1) "Defining Quality: Values, Stakeholders and Processes" (Peter Moss); (2) "Working in Conflict: Developing a Dynamic Model of Quality" (Helen Penn); (3) "Looking at Quality from the Child's Perspective" (Ole Langsted); (4) "Defining and Valuing Quality as a Parent" (Mary Larner and Deborah Phillips); (5) "Measure for Measure: Values, Quality and Evaluation" (Julia Brophy and June Statham); (6) "Quality in School-Age Child Care Services: an Inquiry about Values" (Pat Petrie); (7) "No Equality, No Quality" (Carol Joseph and others); (8) "Developing Cross-Cultural Partnerships: Implications for Child Care Quality Research and Practice" (Alan Pence and Marie McCallum); (9) "The New Zealand Experience of Charter Development in Early Childhood Services" (Anne Smith and Sarah-Eve Farquhar); (10) "Fragments for a Discussion about Quality" (Claus Jensen); (11) "Evaluation and Regulation: a Question of Empowerment" (Gunilla Dahlberg and Gunnar Asen); and (12) "Towards an Inclusionary Approach in Defining Quality" (Alan Pence and Peter Moss). Chapters 1-11 contain references. (AJH)

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